

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDSP 370

INTERVENTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

COURSE DESCRIPTION

This course is a study of the characteristics of children and adolescents with intellectual disabilities (ID). Interventions for working with the individuals in schools, church and community settings will be addressed as well as preparing adolescents who are ID for transition into adulthood.

RATIONALE

Special education is an area that is continuing to expand and change in many ways. It is of utmost importance that classroom and special education teachers focusing on teaching those diagnosed as having intellectual disabilities stay as current as possible on these changes, many of which will have a direct impact on how they will meet the needs of the students with disabilities they will serve. Specifically, the needs of children with intellectual disabilities lie in the areas of general academics, social and life skills and vocational and community integration planning.

I. PREREQUISITES

PSYC 345 or EDUC 307

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and Excel
(Microsoft Office is available at a special discount to LU students.)

IV. COURSE OBJECTIVES

Upon successful completion of this course, the candidate will be able to:

- A. Identify various characteristics attributed to individuals diagnosed with mental retardation.
- B. Synthesize preventative and treatment implications from the body of knowledge in this field.
- C. Identify specific etiological factors in the causation of mental retardation.

- D. Assess current trends on populations served, forms, of service delivery and supports, and influence of legal issues to this constituency.
- E. Relate basic programming concepts to the education of preschool, school-aged, and adolescents who are disabled.
- F. Develop documents required in the special education classroom.
- G. Identify key transitional stages for persons with disabilities and discuss related needs.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes

- B. Class Introductions

In Module 1, the candidate participates in a non-graded Discussion Board Forum in order to introduce himself/herself to the other members of the class.

- C. Discussion Board Forums (5)

The candidate will submit a thread in response to the instructor's prompt provided in each Discussion Board Forum no later than Friday night of the module in which the forum is assigned. The candidate will then substantially reply to at least two other candidates' threads no later than Monday night of the same module. The thread should be 200–500 words, and each reply should be 100–500 words.

- D. Article Review

The candidate will review one article (published within the last 5 years) on current trends in education concerning ID. A 2-page, double-spaced paper will be submitted. Page one will contain a summary of the article. Page two will contain the candidate's reflection on the content of the article. Complete assignment instructions and a rubric can be found in Blackboard. This assignment is due by the end of Module 2.

- E. Lesson Plans (2)

The candidate will complete two lesson plans for an individual or individuals with ID. The template provided in this course must be used for this assignment. Detailed assignment instructions and rubrics can be found in Blackboard. The Lesson Plans are due by the ends of Modules 3 and 5 respectively.

- F. Individualized Educational Plan (IEP)

The candidate will produce an Individualized Educational Plan addressing a specific, case-based student's educational and behavioral needs. Complete assignment instructions are provided in Blackboard. This assignment builds on itself as new components of the IEP are introduced in Modules 4, 6, and 8.

G. Individualized Transition Plan (ITP)

Candidates will be expected to produce an Individualized Transition Plan addressing a student's specific, case-based, post-educational planning needs (life skills, vocational skills, community skills, and academic needs). Complete assignment instructions and a rubric can be found in Blackboard. This assignment is due by the end of Module 7.

H. Tests (4)

The candidate will complete four tests throughout the course. The tests are open-book/open-notes and are timed. Each test contains 20 questions with a time limit of 30 minutes. The instructor reserves the right to penalize candidates who go over the allotted time-limit when taking each exam.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board Forums (5 at 40 pts ea)	200
Article Review	100
Lesson Plans (2 at 100 pts ea)	200
IEP 1	75
IEP 2	75
Individualized Transition Plan (ITP)	50
IEP 3	100
Tests (4 at 50 pts ea)	200
Total	1000

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Person First Terminology

IDEA 1990 establishes a level of respect that we are to give to people with disabilities. This includes using person first terminology. In this course, as with all references made, the person should be stated before the disability. For example, we should say "student with a disability," not "disabled student." Person first terminology is expected to be used throughout this course. Failure to do so will result in deduction of points.

D. Late Assignment Policy:

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.

2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

E. Instructor Availability

The instructor will answer most emails within 24-48 hours, and will comment on some, but not all discussion board posts. Written feedback will be given on the IEP and lesson plan assignments.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDSP 370

Textbooks: Drew & Hardman, *Intellectual Disabilities Across the Lifespan* (2007).

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs* (2007).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Drew: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions Discussion Board Forum 1	0 0 40
2	Drew: chs. 5–6 1 presentation	Discussion Board Forum 2 Article Review Test 1	40 100 50
3	Drew: chs. 7–8 3 presentations	Discussion Board Forum 3 Lesson Plan 1 (Academic)	40 100
4	Gibb: chs. 1–6 1 presentation	Individualized Educational Plan 1 Test 2	75 50
5	Drew: chs. 9–11 1 presentation	Discussion Board Forum 4 Lesson Plan 2 (Functional)	40 100
6	Drew: chs. 3–4	Individualized Educational Plan 2 Test 3	75 50
7	Gibb: ch. 7 2 presentations	Discussion Board Forum 5 Individualized Transition Plan	40 50
8	Drew: chs. 12–13	Individualized Educational Plan 3 Test 4	100 50
TOTAL			1000

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.